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ABSTRACT

This paper includes definitions for citizenship and citizenship skills and explains the importance of civic competence and how it can be acquired by students as they progress through the K-12 social studies curriculum. The table of contents includes: (1) "Citizenship & the Curriculum"; (2) "Focusing on Participatory Citizenship" (an essay explaining that students attain citizenship skills through active participation, both in school and the community and that these skills require personal commitment, reasoned thought, and action); (3) "A Participatory Citizenship Project" (a year-long community service project explaining the cooperative living habitat concept); and (4) "A Teacher Training Course" (an outline of the origins and character of the U.S. legal system; civil justice and criminal justice, and ways that law-related education can be infused into existing social studies curricula; and the U. S. system of government and the rights and responsibilities of citizens). Contains 13 references. (LB)

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FOCUSING ON CITIZENSHIP TRAINING IN THE SOCIAL STUDIES

Richard Oakes Peters, Ed.D.

SO 031 325

Richard Oakes
Peters

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"CITIZENSHIP is not a course, but a learned way of living." [1]

[1] Peters, R. "Focusing on Participatory Citizenship," TEXAS STUDY OF SECONDARY EDUCATION, Spring 1993 .

Citizenship skills can only be acquired and honed by actually participating in activities that require personal commitment, reasoned thought, and action.

CIVIC COMPETENCE is important because each of us:

1) lives in close proximity to others who are similar to us and quite different from us

2) interacts in the social arena on a daily basis

3) is dependent upon fellows for our prosperity and general welfare

4) is engaged in public debate over conflicts, issues, problems, and situations that have an impact upon the community

5) is called upon to make decisions of a social nature

6) is responsible for living within the framework of law and order

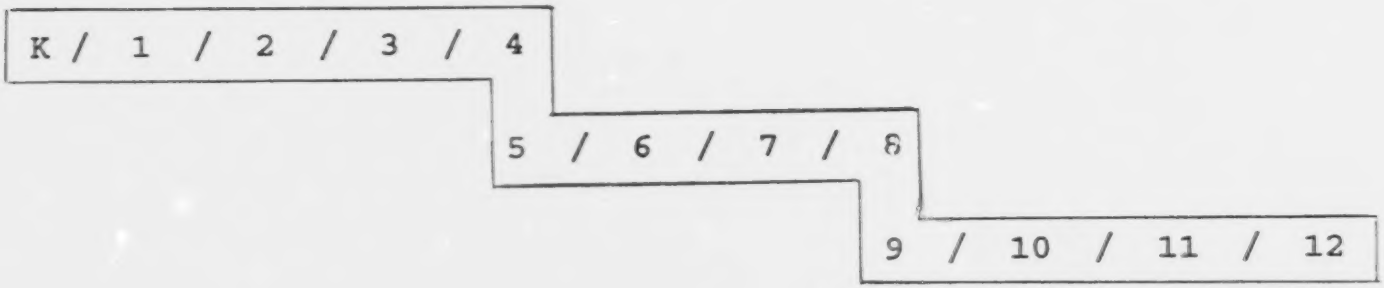
7) is responsible for being a 'good citizen' role model for children and youths

8) is responsible for raising future generations of 'good citizens'

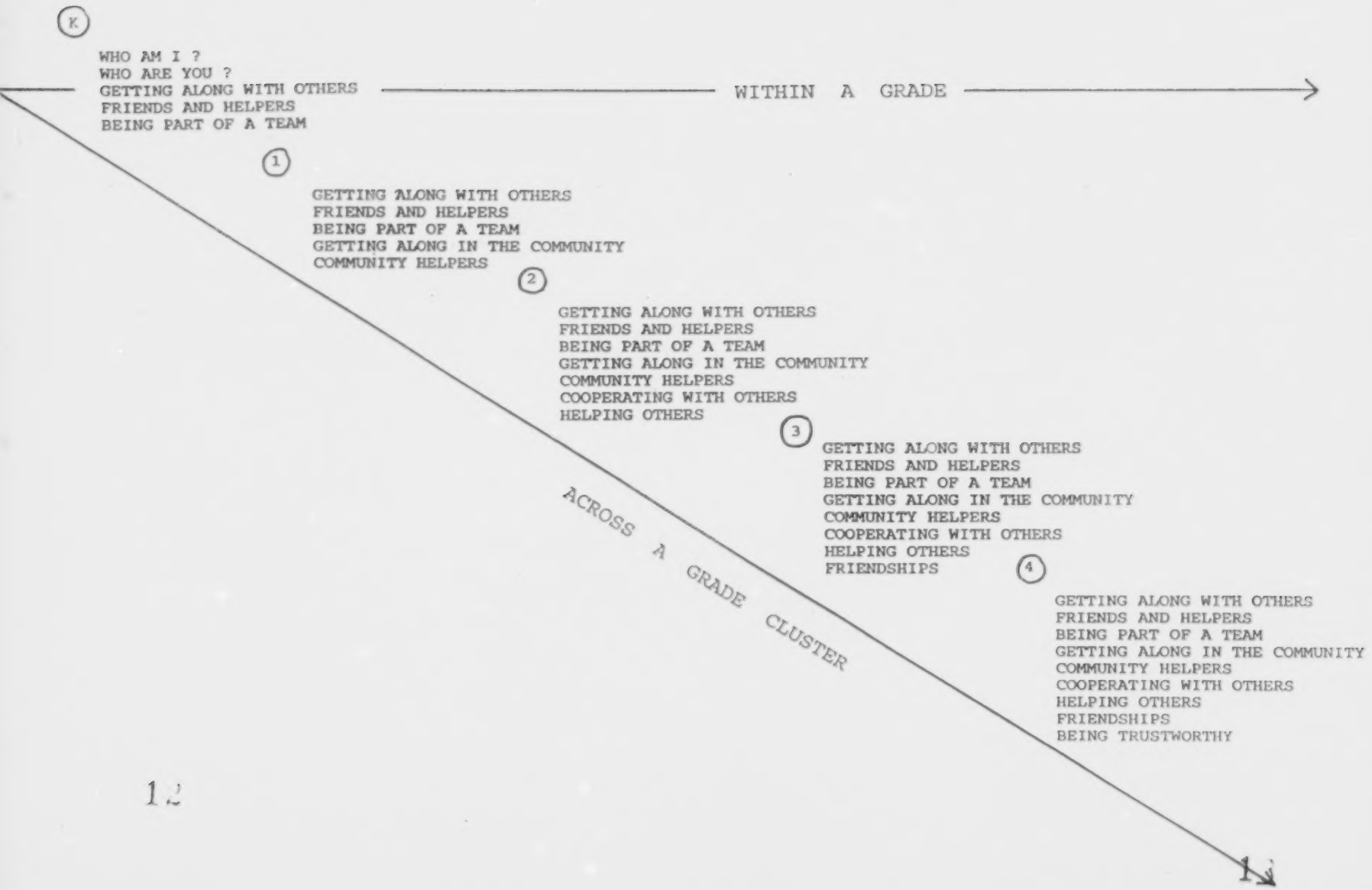
9) is responsible for helping to provide for the 'common good'

10) is responsible for helping to maintain/improve the quality of community life.

What are some of the ways that CIVIC COMPETENCE can be acquired, by students, as they progress through the K - 12 social studies curriculum ?



CURRICULUM SCHEMA



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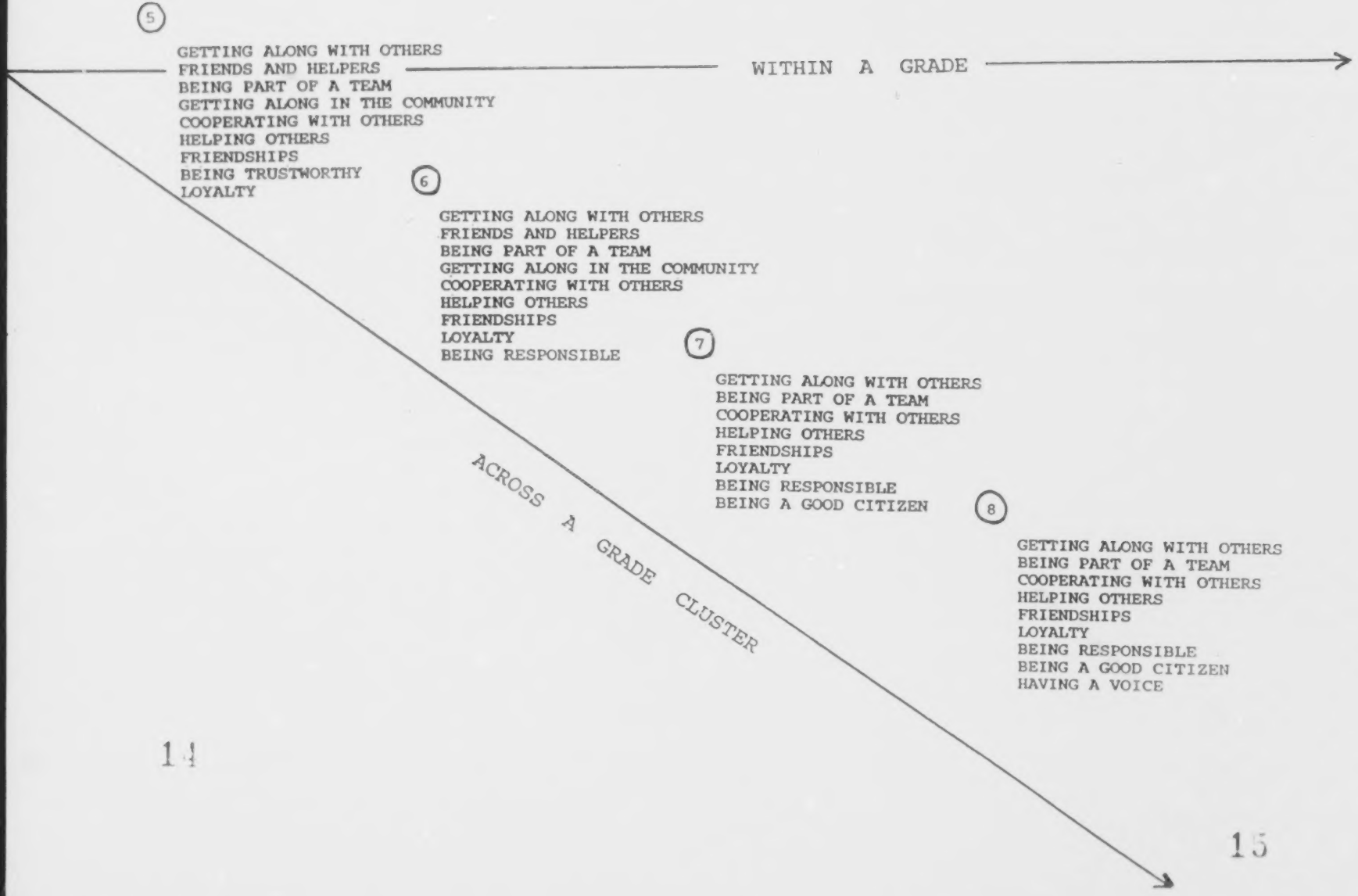

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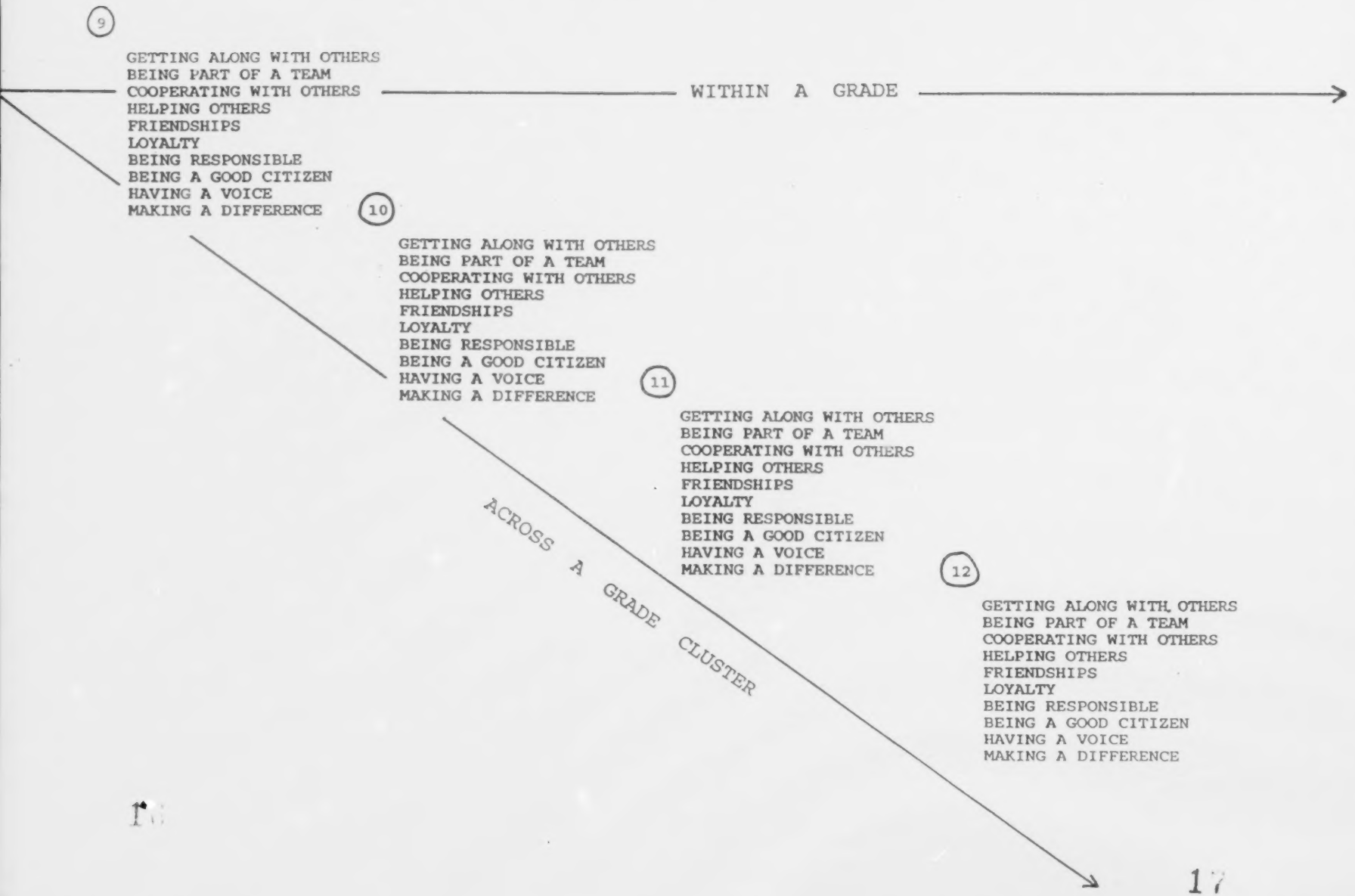

Cluster-level teachers must design 'learning activities menus' that nurture citizenship skills development, and provide ample opportunities for students to apply and refine these skills in both structured (planned-for) and spontaneous academic/social contexts.

MS. KELLY'S SECOND GRADE CLASS IS MADE AWARE OF THE LITTERING PROBLEM ON SCHOOL GROUNDS.

CRITICAL THINKING	Ms. Kelly asks students if they know what 'littering' means. Students are asked what they think can be done to prevent further 'littering' on school grounds.
SOCIAL INTERACTION & PERSONAL BEHAVIOR	Ms. Kelly's class is taken on a walking tour of the school grounds -- to see, for themselves, the litter problem that exists. A local environmentalist meets the students at the school site and explains how they can clean up the grounds and prevent future polluting of the environment -- at school, in their homes, and community-wide.
DECISION-MAKING	Ms. Kelly and her students decide to organize a school grounds 'clean-up' campaign. Parents are invited to help plan the campaign and to participate in clean-up activities.
COOPERATION	Working in small groups, students and parents design a clean-up campaign. Small groups make bulletin board displays, design/hand out litter control flyers, and conduct a school-wide rally in the gymnasium. On clean-up day, students and parents (school-wide) are engaged in planned-for activities.

STUDENTS IN MR. ALANDRA'S Geography In Your Life CLASS ARE ENGAGED IN A COMMUNITY-BASED LAND USE STUDY.

CRITICAL THINKING

Students read a series of topic-related articles (e.g., "Human Encroachment on a Domineering Physical Landscape" by L. J. Paul (1992), "It Comes Down to the Coasts" by P. Weber (1994), and "Assault of the Earth" by E. Wilken (1995).

Students discuss the articles, and express their views about land use planning and stewardship policies/practices.

SOCIAL INTERACTION & PERSONAL BEHAVIOR

Working in small groups, students research the topic: land use planning.

ANALYZING CONTEMPORARY CONFLICTS/ISSUES/PROBLEMS/SITUATIONS FROM A 'PERSPECTIVE OF HISTORY'

Students meet with elected officials, environmentalists, business owners, agriculturalists, and property owners to discuss the 'history' of local land use policies and zoning regulations.

Field trips to/ walk-throughs of selected natural and social (human-made) sites -- to observe the effects of land use policy enforcement.

COOPERATION, DECISION-MAKING, & PROBLEM SOLVING

Small groups design model communities -- creating 'environmental zones' (e.g., agricultural, industrial, residential, recreational, and open space)

Visuals are created (e.g., bulletin board displays & overhead transparencies)

Table-top diaramas are created.

STUDENTS IN MRS. YAN-TI'S SOCIOLOGY CLASS INVESTIGATE THE PLIGHT OF BATTERED WOMEN, THE HOMELESS, AND THE ELDERLY IN THE COMMUNITY.

CRITICAL THINKING

What types of assistance does the local community offer to those citizens who are in need of food, shelter, & medical care ?

Students plan to investigate community-based (public/private) assistance policies and programs.

ANALYZING CONTEMPORARY CONFLICTS/ISSUES/PROBLEMS/SITUATIONS FROM A 'PERSPECTIVE OF HISTORY'

Students interview elected officials, facilities managers, volunteer workers, assistance recipients (etc) in order to understand the origin of present-day policies/programs.

Students tour existing assistance facilities/sites in the community.

SOCIAL INTERACTION/PERSONAL BEHAVIOR/COOPERATION

Students volunteer to work at assistance facilities/sites.

Working in small groups, students develop assistance-related reports -- based on volunteer efforts and/or interaction with community resource people/sites.

DECISION-MAKING & PROBLEM SOLVING

In those instances where (public and/or private) assistance policies/programs do not exist, student groups design 'models of caring'

MODELS OF CARING are formally presented before elected officials (e.g., business meetings and hearings)

Each generation of native-borns, and imm
the 'social graces of citizenship' ...
social process involving cooperation, mu
common goals, and striving for a sense o
life.

d immigrants alike, must learn

... because citizenship is a

n, mutual respect, working for

nse of 'community' in everyday

FOCUSING ON PARTICIPATORY CITIZENSHIP: CORE OF THE CURRICULUM

Richard Oakes Peters, Ed.D.

Citizenship training is not limited to enrollment in a course. It is not an academic exercise but rather a learned way of living. Citizenship skills can only be acquired and honed by actually particiapting in activities, both in school and the community, that require personal commitment, reasoned thought, and action.

Students need involvement with citizenship skills development in all subjects. There is a need for teacher teams, at every grade,throughout the Kindergarten through Grade Twelve spectrum, to design activities and experiences that will insure student participation in the citizenship building process.

Good citizenship should be perceived, by students, as something that permeates their daily lives. Citizenship should be defined by actions taking place in the classroom, school-wide, and in the context of the community-at-large.

As students mature and progress through the several grades and grade clusters, they need to be exposed to conflicts, issues, problems, and situations that have both an immediate and long-range impact upon the lives of individuals and groups.

Students cannot remain passive on-lookers in the game of everyday living. They must be trained in active involvement with intellectual skills processes that require personal commitment and responsibility for the betterment of the state of human affairs. They must be prepared to right

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wrongs, to make critical decisions, and to contribute their time/energy/resources to the solution of perplexing social problems.

A PLAN OF ACTION

Beginning in the lower elementary grades, children need to participate in activities that focus their attention and energy on social issues that directly affect them. Issues can range from social behavior in the classroom to concern for the plight of the environment in the community. Classroom and field-based activities provide for the development of a perspective that relates the individual to social groups, and to an intrinsic concern for the stability of the life-space.

By the middle grades, children and youths should become acquainted with real life situations that require action on the part of concerned citizens. They can participate in community-oriented activities that require them to work cooperatively with others -- in order to achieve common goals.

In high school, youths can become involved in activities and projects designed to build upon the experiences from earlier grades, and which require them to apply acquired knowledge and skills to contemporary situations. For example:

participapte in school and community clean-up campaigns;

volunteer time to peer tuitoring after school;

volunteer to participate in a crisis hotline;

write a column for the local newspaper;

work as a hospital volunteer;

participate in walk-a-thons and bike-a-thons;

communicate with local and state elected officials regarding matters of concern and interest;

volunteer to participate in 'get out the vote' campaigns; and

organize community awareness programs.

The products of Participatory Citizenship programs are proactive individuals who act for the betterment of the group. They accept responsibility for personal behavior, and conduct themselves, in their daily lives, within the framework of the law.

PROGRAM DESIGN

Working with community resource people, teachers can design curricula that provide for citizenship-building related activities and extra-curricular projects. Community resource sites can become training 'classrooms' --as students actively participate in activities related to real life challenges that enhance critical thinking, decision-making, and problem solving skills.

In all subject matter areas of the typical K-12 curriculum, teachers engage students in designed encounters that enhance their understanding of social environments, and expose them to the responsibilities of citizens in everyday life.

COMMENT

Being a good citizen is a lifelong process, and responsibility, involving skills development and application to new and diverse situations that may be close-to-home or far-removed.

A PARTICIPATORY CITIZENSHIP PROJECT:

MODEL FOR INTERDISCIPLINARY STUDIES

THEME: Community Service

TOPIC: Creating a Cooperative Living Habitat

GOALS: As a result of this school year-long community service project, students will understand 1) the process of creating a **COOPERATIVE LIVING HABITAT**, 2) the character of community service, 3) the need for *team work* in order to accomplish a task, and 4) citizens' responsibilities to create and maintain a quality lifespace environment in the local community/region.

OBJECTIVES: Students in social studies and science will: 1) interact with community resource people, 2) interact with a selected natural environment site, 3) read about conservation/stewardship/management practices and programs, 4) map the natural environment site, 5) collect data on film and video tape, 6) collect mineral/rock samples, 7) analyze data in the classroom or science laboratory, 8) investigate alternative site management strategies, 9) evaluate the several site management strategies, 10) select a preferred site management strategy, 11) conduct an environmental impact study of the natural environment site, and 12) design and implement a detailed site management plan.

ACTIVITIES: Working with their social studies and science teachers, students are introduced to the **Cooperative Living Habitat** concept. A **'CLH'** is any given area in which MAN and NATURE coexist and mutually prosper. Students interact with a selected natural environment site in the local community/region. The site is *adopted* by the students; becoming their community service project for the entire school year. Working with community resource people (e.g., soil conservation personnel, wildlife management personnel, forestry department personnel, and water management personnel), students learn about site management strategies. A management plan is designed, by the students, to: 1) minimize/eliminate evironmentally destructive conditions, 2) remove natural debris, 3) remove human-generated litter, 4) conduct an environmental impact study, 5) design a nature trail system which will be used by K-12 students as a field-based learning laboratory, 6) create and maintain a **cooperative living habitat** at the selected natural environment site.

RESOURCES: 1) Community resource people, 2) a natural environment site, 3) sketch pads/pencils, 4) compasses, 5) reference materials (print/non-print and software), 6) still/motion picture cameras and video tape equipment (for data collection purposes), 7) water testing kits, 8) soil testing kits.

ASSESSMENT/EVALUATION: As a result of this school year-long community service project, students will demonstrate levels of learning and skills development by: 1) explaining the **cooperative living habitat** concept, 2) discussing concepts such as conservation, stewardship, and resource management, 3) using concepts such as conservation, stewardship, and resource management in conversations and writings, 4) drawing maps of the natural environment site, 5) using compasses at the natural environment site, 6) collecting a variety of data (on film/video tape and in sample bags) at the natural environment site, 7) analyzing data at the natural environment site, 8) analyzing data in the classroom or science laboratory, 9) making decisions -- based upon research and discussions, 10) participating in the creation and maintenance of a **cooperative living habitat** at the selected natural environment site, 11) writing essays about community service-related experiences, 12) creating audiovisual presentations, 12) making audiovisual presentations to the class, 13) correctly answering 90% of matching, multiple choice, and completion (supply) test items, 14) testing water samples collected at the natural environment site, 15) testing soil samples collected at the natural environment site, 16) writing science laboratory reports, 17) working cooperatively in small groups -- both at the field-based site and in the classroom/science laboratory.

In order for students to be actively involved in their citizenship development/training (in the classroom, in the school at-large, and in the community), teachers must be versed in 1) content background related to national standards and content in civics/government, history, law education, and contemporary issues, and 2) pedagogy related to student involvement in intellectual processes and the nurturing of citizenship traits/behaviors.

The following pages outline a 'model' course for teacher trainees in social studies. This course engages trainees in a variety of content-related and skills development activities -- thus enhancing trainees' perceptions and abilities to create learning environments that promote students' abilities to think critically; to solve problems; to make decisions; to develop a sense of belonging to the community; and to participate in the political/social affairs of the community.

This 'model' course is a study of the origins and character of the American legal system; civil justice and criminal justice, and ways that law-related education can be infused into existing social studies curricula. Attention is also paid to the United States system of government, and to the rights and responsibilities of citizens.

FORWARD

In July 1776, the Representatives of the United States of America, in General Congress, Assembled, solemnly published and declared that all men are created equal and are endowed with certain unalienable Rights such as Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

The General Congress accused the King of Great Britain of abolishing the free System of English Laws, and Parliament of being deaf to the voice of justice and consanguinity.

In 1789, The Constitution of the United States of America was ratified ... in Order to form a more perfect Union and to establish Justice.

Article III established the judicial Power of the United States.

- One supreme Court and ... such inferior Courts as the Congress may from time to time ordain and establish.
- Judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made ... to controversies between two or more States.
- The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury.

Article IV

The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand ... of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

Amendment I (1791)

Congress shall make no law ... abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government.

Amendment IV (1791)

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V (1791)

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury ...; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself; nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI (1791)

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed ..., and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII (1791)

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII (1791)

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment XI (1795)

> The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Amendment XIV (1868)

> No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty; or property, without due process of law; not deny to any person within its jurisdiction the equal protection of the laws.

Effective citizenship training and being law-abiding individuals go hand in hand. When persons are 'good citizens,' laws become the standard by which they conduct their daily lives. When persons have contempt for the law, and commit unlawful acts against society, they are not 'good citizens.'

In the United States, today, effective citizenship training is generally ignored, and our laws, in effect, have become reactive rather than preventive.

Might it be easier, and less costly to society, to prevent a criminal act from happening rather than attempt to apprehend the perpetrator after the deed has been done?

"Constructive citizenship" is exhibited by individuals who:

- abide by the laws of the local community, the state, and the nation
- model their daily lives upon principles of democracy as enumerated in the Declaration of Independence and the Bill of Rights
- lead exemplary lives and serve as role models for our youths
- participate in the affairs of the community
- raise their voices either in support for or opposition to social conditions.

COURSE OBJECTIVES

Upon completion of this course, students will:

1. be acquainted with the structure of the American court system
2. be acquainted with the BILL OF RIGHTS ... as these civil liberties pertain to SST 628
3. be acquainted with national standards (in History, Civics and Government, and the Social Studies) as they pertain to SST 628
4. be acquainted with different definitions/concepts of LAW
5. be able to use selected vocabulary terms/words in oral/written communications
6. be acquainted with selected cases in American jurisprudence -- as they pertain to SST 628
7. be acquainted with ways to incorporate law-related education into existing social studies courses/classes (Grades 5-12)
8. be acquainted with law-related current events
9. be acquainted with aspects of the United States criminal justice system
10. be acquainted with a variety of law-related education materials/resources
11. discuss topics related to justice in American Society
12. write a law-related education research paper
13. design a five class period unit outline (Grades 5-12) (SEE PAGE 26)
14. design five daily QUIK-CARD lesson plans (Grades 5-12) related to the unit outline (SEE PAGE 27)

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ASSIGNMENTS

Extemporaneous Essays and Article Outline/Reaction Papers
(1-2 pages each worth Up To 10 points each)

DUE DATE		
Session One	▪	3 extemporaneous essays (See GUIDE pages)
Session Three	▪	2 extemporaneous essays (See GUIDE pages)
Session Five	▪	3 article outline/reaction papers (See GUIDE pages)
Session Seven	▪	4 article outline/reaction papers (See GUIDE pages)
Session Nine	▪	5 article outline/reaction papers (See GUIDE pages)
Total	→	**UP TO 170 points**

REPORT Due Date : Session Seven UP TO 200 points

A 5 typed page (double space) discussion of a law-related court case(s), situation/event, personality(ies), movement, etc. Use the *Form and Style Manual*

UNIT OUTLINE UP TO 700 points

A (M-F) five class period unit that integrates law-related concepts, cases/court decisions, and/or current events into an existing social studies course (that you might be currently teaching)

OR

Design a (M-F) five class period unit that focuses on a clearly defined law-related theme or topic. USE THE UNIT OUTLINE ON PAGE
DO NOT LEAVE ANY OUTLINE SPACES BLANK!

DUE DATE : SESSION NINE

DAILY LESSON PLANS UP TO 25 points each

Using the QUIK-CARD format (Page), design a lesson plan for each of the M-F class periods described in the UNIT OUTLINE.

DUE DATE : SESSION NINE Total = UP TO 125 points

NOTEBOOK UP TO 100 points

To include current events articles, class discussion notes, workbook activity pages, etc.

DUE DATE : SESSION NINE

THEME/TOPIC	UNIT GOALS	LESSON OBJECTIVES	LESSON ACTIVITIES	MATERIALS AND RESOURCES	ASSESSMENT
		M	M	M	M
		T	T	T	T
		W	W	W	W
		TH	TH	TH	TH
		F	F	F	F
The focus for instruction and learning	What students will be able to do, to understand, and to explain in the long term	Short-term performance and process-based outcomes of instruction and learning	Learning encounters that students will participate in -- both in the classroom and at field-based sites in the community	Items/objects used to enhance instruction and/or learning	Ways of determining students' progress toward goals/objectives attainment and their levels of achievement

NATIONAL STANDARDS

UNIT OUTLINE

THE QUIK-CARD FORMAT

COURSE/GRADE _____
UNIT/CHAPTER _____
THEME/TOPIC _____

GOAL(S) _____
_____

OBJECTIVE(S) _____
_____
_____

ACTIVITIES (TEACHER AND STUDENTS) _____
_____
_____
_____

MATERIALS/ RESOURCES _____
_____
_____
_____

ASSESSMENT/ EVALUATION STRATEGIES _____
_____
_____

CONCEPTUAL SCHEME

CLASS SESSION I	CLASS SESSION 2	CLASS SESSION 3
▪ The Structure of American Justice ▪ Civil Liberties ▪ National Standards ▪ Law ▪ Court Cases	▪ Curriculum Development (History) ▪ Glossary	▪ Civil Justice ▪ Landmark court cases/decisions ▪ Current events
CLASS SESSION 4	**CLASS SESSION 5**	**CLASS SESSION 6**
▪ Curriculum Development (Government/Civics) ▪ Glossary	▪ Criminal Justice System ▪ Crime in America ▪ Landmark court cases/decisions ▪ Current events	▪ Curriculum Development (Economics) ▪ Glossary ▪ Criminal Justice
CLASS SESSION 7	**CLASS SESSION 8**	**CLASS SESSION 9**
▪ Criminal Justice ▪ Landmark court cases/decisions ▪ Current events	▪ Curriculum Development (Sociology) ▪ Glossary ▪ Criminal Justice	▪ Criminal Justice ▪ Landmark court cases/decisions ▪ Current events

LESSON PLANS

SESSION ONE

Objectives:

1. Be acquainted with the structure of the American court system
2. Be acquainted with the BILL of RIGHTS as these civil liberties pertain to SST 628
3. Be acquainted with National Standards ... as they pertain to SST 628
4. Be acquainted with different definitions/concepts of LAW
5. Be able to use selected vocabulary terms/words in oral/written communications
6. Be acquainted with selected cases in American jurisprudence -- as they pertain to SST 628

CONTENT	MATERIALS	ACTIVITIES
INTRODUCTION TO SST 628	Course guide	The facilitator(s) will discuss course-related assignments, assignment DUE DATES, the grading policy, and Session-related activities (ONE through NINE).
An Overview The Structure of American Justice	AMERICAN GOVERNMENT: Roots and Reform (Hardcover Edition) (SST 618/SST 622 text) SST RESOURCE	The facilitator(s)/students will review and discuss *"The American Court System"* diagram on page 358/Figure 9-1 (chapter 9) in AMERICAN GOVERNMENT : Roots and Reform.
Civil Liberties		The facilitator(s)/students will review the BILL of RIGHTS (p.59/chapter 2/Table 2.3) in AMERICAN GOVERNMENT: Roots and Reform. • First Amendment • Fourth Amendment • Fifth Amendment • Sixth Amendment • Seventh Amendment • Eighth Amendment Students will take notes and include them in the course notebook.

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SESSION ONE

CONTENT	MATERIALS	ACTIVITIES
National Standards	National Standards for United States History (SST RESOURCE)	The facilitator(s)/students will review and discuss standards and student expectations (Grades 5-12) as they relate to law-related education. ❑ Pages 74 and 75 ERA 3 1B Demonstrate understanding of the principles articulated in the Declaration of Independence. ❑ Pages 84 and 85 ERA 3 3B Demonstrate understanding of the issues involved in the creation and ratification of the United States Constitution and the new government it established. ❑ Pages 86 and 87 ERA 3 3C Demonstrate understanding of the guarantees of the BILL of RIGHTS and its continuing significance. ❑ Pages 226 and 227 ERA 9 4D Demonstrate understanding of the contributions of the Warren Court in advancing civil liberties Students will take notes and include them in the course notebook.
National Standards	Expectations of Excellence (SST RESOURCE)	The facilitator(s)/students will review and discuss standards and student expectations for Middle Grades and High School students -- as they relate to law-related education..

SESSION ONE

CONTENT	MATERIALS	ACTIVITIES
		❑ Page 39 Theme VI (h) *Middle Grades students will become acquainted with concepts* such as power, status, and justice. ❑ Page 45 Theme X (a) Middle Grades students will become acquainted with key ideals, such as liberty, justice, equality, and the rule of law. (b) Middle Grades students will identify and interpret sources and examples of the rights and responsibilities of citizenship. High School students will ... (a) page 45 (b) page 45
National Standards	National Standards for Civics and Government (SST RESOURCE)	The facilitator(s)/students will review and discuss the following Standards (#): I ▸ Grades 5-8 ❑ Pages 58-60 D ▸ What values and principles are basic to American constitutional democracy? #1 #2

SESSION ONE

CONTENT	MATERIALS	ACTIVITIES
		❑ Pages 61-63 A ▸ How are power and responsibility distributed ...? #1 #2 ❑ Pages 66-68 E ▸ What is the place of law in the American Constitutional System? #1 #2 #3 ❑ Pages 74 and 75 A ▸ What is citizenship? #1 ❑ Pages 75-77 B ▸ What are the rights of citizens? #1 #4 ❑ Pages 77 and 78 C ▸ What are the responsibilities of citizens? #1 #2 ❑ Pages 79 and 80 D ▸ What dispositions or traits of character ...? #1 Students will take notes and include them in the course notebook.

SESSION ONE

CONTENT	MATERIALS	ACTIVITIES
		II ▸ Grades 9-12 ❑ Pages 91-93 B ▸ What are the essential characteristics of limited and unlimited government? #2 ❑ Pages 107-109 D ▸ What values and principles are basic to American constitutional democracy? #3 #4 ❑ Page 111 B ▸ How is the national government organized and what does it do? #1 ❑ Pages 115-117 D ▸ What is the place of law in the American Constitutional System? #1 #2 ❑ Pages 128-131 B ▸ What are the rights of citizens? #1 #5 ❑ Page 131 C ▸ What are the responsibilities of citizens? #1 #2

SESSION ONE

CONTENT	MATERIALS	ACTIVITIES
		❑ Pages 132-134 D. What civic dispositions ...? #1 #2 #3 #4 Students will take notes and include them in the course notebook.
The Concept of LAW	The Encyclopedic Dictionary of Sociology (SST RESOURCE)	The facilitator(s)/students will review and discuss **"LAW"** (p. 160). • Administrative • Cannon • Common • Customary • Natural Students will take notes and include them in the course notebook.
	AMERICAN GOVERNMENT: Roots and Reform (Hardcover Edition) (SST 618/SST 622 text) SST RESOURCE	The facilitator(s)/students will read/discuss pages 359 - 360 in AMERICAN GOVERNMENT: Roots and Reform. Students will take notes and include them in the course notebook. • Civil law is the body of law dealing with noncriminal matters, such as the laws of property, commercial law, and family law involving individuals. • Criminal law grades, describes, and sets punishments for crimes against society. • felonies • misdemeanors • offenses

SESSION ONE

CONTENT	MATERIALS	ACTIVITIES
Landmark cases/Decisions		The facilitator(s)/students will study selected cases in American jurisprudence related to SST 628. ▪ Case Glossary (C1-C4) • Board of Education v. Mergens (1990) Chapter 4 • Garcia v. San Antonio ... (1985) Chapter 3 • Griswold v. Connecticut (1965) Chapter 4 • Lynch v. Donnelly (1984) Chapter 4 • Muller v. Oregon (1908) Chapter 5 • Planned Parenthood of Southeastern Pennsylvania v. Casey (1992) Chapters 3, 4, 9 and 15 • Roe v. Wade (1973) Chapters 3, 4, 5, 9 and 15 • Webster v. Reproductive Health Services (1989) Chapters 3, 4 and 9 • Wisconsin v. Yoder (1972) Chapter 4 NOTE: Cases not studied/discussed during Session ONE will be studied/discussed during Session THREE. Students will take notes and include them in the course notebook.
Reactions	SST RESOURCES	Students will write 1-2 page extemporaneous essays on each of the following topics. Each essay is worth UP TO 10 points. Due at the end of Session ONE. ▪ What I consider to be the 'most important' Bill of Rights amendment - and why? ▪ How the National Standards fit into my teaching scheme? ▪ Law-related education (concepts/vocabulary/cases) in the courses that I teach.

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CONTENT	MATERIALS	ACTIVITIES
ENRICHMENT Facilitators can engage students in a variety of classroom and field-based activities -- depending upon the availability of community resources (people, places, things, events, and processes), site space and facilities, and adequate time. ■ Current events bulletin board displays ■ Field trips to a courtroom, jail or lock-up ■ Guest speakers (e.g., police officers, attorneys, trial witnesses, court reporters, media broadcasters)		

SESSION TWO

Objectives:

1. Be acquainted with national standards
5. Be able to use selected vocabulary terms/words in oral/written communications.
7. Be acquainted with ways to incorporate law-related education into existing social studies courses/classes (Grades 5-12).

CONTENT	MATERIALS	ACTIVITIES
INTRODUCTION TO SST 628	Course Guide	The program professor will review course requirements and Session ONE activities, and will answer students' questions.
National Standards	National Standards (SST RESOURCES) • U.S. History • NCSS • Civics/Government	The program professor will discuss national standards and their relationship to law-related education. Students will take notes and include them in the course notebook.
Curriculum Development (History)		The program professor will discuss ways to integrate law-related education into United States History studies.
	Glossary (text)	The program professor will assign selected vocabulary terms/words from AE Glossary (pp. 237-240). Students will include terms/words and definitions in the course notebook. • Case • Case law • Due process of law • Evidence • Judicial process • Jury • Libel and slander

SESSION THREE

Objectives:

6 • Be acquainted with selected cases in American jurisprudence
8 • Be acquainted with law-related current events

CONTENT	MATERIALS	ACTIVITIES
CIVIL JUSTICE Information/Services	Bar Association pamphlets (SST RESOURCE)	The facilitator(s)/students will review and discuss selected pamphlets. For example: • A Consumer Guide to Client's Rights • Applying for Credit • Attorney's fees • Family Mediation • Do You Have a Will? • Sexual Harassment
Information/Services	How the Law Works (SST 628 RESOURCE)	The facilitator(s)/students will review How the Law Works. A discussion will follow and students will take notes. Specific worksheets will be included in the course notebook.
Information/Services	Everyday Law for Young Citizens (SST 628 RESOURCE)	The facilitator(s)/students will read selected cases (2 or 3) and complete coordinated activity sheets. Completed sheets will be included in the course notebook.
Landmark Cases/Decisions	AMERICAN GOVERNMENT: Roots and Reform (Hardcover Edition) (SST 618/SST 622 text) SST RESOURCE	The facilitator(s)/students will study selected cases in American jurisprudence (Case Glossary, C1-C4) that were not studied/discussed during Session ONE. Notes will be taken. SEE SESSION ONE PAGES

SESSION THREE

CONTENT	MATERIALS	ACTIVITIES
Law-related current events	Current events articles	The facilitator(s)/students will discuss articles brought to class. Students will take discussion notes. Notes and articles will be included in the course notebook.
Reactions	SST RESOURCES	Students will write 1-2 page extemporaneous essays on each of the following topics. Each essay is worth UP TO 10 points. Due at the end of Session ONE. • An important case from the Case Glossary (as discussed in class). Why? • Law in Contemporary Society (based upon a current events article discussed in class).

TIME PERMITTING

The facilitator(s)/students will look at/discuss (not for a grade) the following SST Resources. Students will take notes and include them in the course notebook.

- Bar Association pamphlets not reviewed/discussed earlier in this session
- Law Dictionary
- SSSS Middle Grades 1997 Materials Catalog
- Social Studies School Service 1997 Materials Catalog

ENRICHMENT

Facilitators can engage students in a variety of classroom and field-based activities -- depending upon the availability of community resources (people, places, things, events, and processes), site space and facilities, and adequate time.

- Current events bulletin board displays
- Field trips to a courtroom, jail or lock-up
- Guest speakers (e.g., police officers, attorneys, trial witnesses, court reporters, media broadcasters)

SESSION FOUR

Objectives:

5. Be able to use selected vocabulary terms/words in oral/written communications
7. Be acquainted with ways to incorporate law-related education into existing social studies courses/classes (Grades 5-12)
8. Be acquainted with law-related current events

CONTENT	MATERIALS	ACTIVITIES
CIVIL JUSTICE Contemporary Issues	Current Events articles	The program professor will discuss law in contemporary society ... relating to current events articles. Students will take notes and include them in the course notebook.
Curriculum Development (Government/Civics)		The program professor will discuss ways to integrate law-related education into United States Government and Civics-related studies.
	Glossary (text)	The program professor will assign selected vocabulary terms/words from AE Glossary (pp. 237-240). Students will include terms/words and definitions in the course notebook. • Litigation • Misdemeanor • Small Claims Court • Testimony • Tort • Verdict

SESSION FIVE

Objectives:

5. Be able to use selected vocabulary terms/words in oral/written communications.
6. Be acquainted with selected cases in American jurisprudence
8. Be acquainted with law-related current events
9. Be acquainted with aspects of the United States criminal justice system

CONTENT	MATERIALS	ACTIVITIES
Criminal Justice **The System** **Crime in America**	Annual Editions: Criminal Justice 1996/1997 (text)	The facilitator/students will begin a study of the United States criminal justice system. Students will read/discuss Article #1 (p. 6-10): *"An Overview of the Criminal Justice System."* Students will take notes and include them in the course notebook. Students will write a 1-2 page article outline/reaction paper -- due at the end of Session FIVE (UP TO 10 points). Students will read/discuss Article #5 (pp. 30-33): *"How Much Crime is There?"* Students will take notes and include them in the course notebook. Students will write a 1-2 page article outline/reaction paper -- due at the end of Session FIVE (UP TO 10 points). Students will read/discuss Article #6 (pp. 34-39): *"Moral Credibility and Crime ...."* Students will write a 1-2 page article outline/reaction paper -- due at the end of Session FIVE (UP TO 10 points).

SESSION FIVE

CONTENT	MATERIALS	ACTIVITIES
Landmark cases/Decisions	AMERICAN GOVERNMENT: Roots and Reform (Hardcover Editions) (SST 618/SST 622 text) SST RESOURCE	The facilitator(s)/students will study selected cases in American jurisprudence related to SST 628. ■ Case Glossary (C1-C4) • Baker V. Carr (1962) Chapter 6 • Barron V. Baltimore (1833) Chapter 4 • Bradenburg V. Ohio (1969) Chapter 4 • Cantwell V. Connecticut (1940) Chapter 4 • Gitlow V. New York (1925) Chapter 4
Information/Services	Bar Association pamphlets (SST RESOURCE)	The facilitator(s)/students will review and discuss "If You Are Arrested In " **OR** a similar -related topic. Notes will be taken and included in the course notebook.
Information/Services	How the Law Works (SST 628 RESOURCE)	The facilitator(s)/students will review How the Law Works. A discussion will follow and students will take notes. Specific worksheets will be included in the course notebook.
Information/Services	Everyday Law for Young Citizens (SST 628 RESOURCE)	The facilitator(s)/students will read selected cases (2 or 3) and complete coordinated activity sheets. Completed sheets will be included in the course notebook.
Law-related current events	Current events articles	The facilitator(s)/students will discuss articles brought to class. Students will take discussion notes. Notes and articles will be included in the course notebook.
Project-related activities	Research Materials	Students will be given class time to work on course-related assignments; report, unit outline, and/or daily lesson plans. The facilitator(s) will serve as monitors of student progress.

SESSION FIVE

CONTENT	MATERIALS	ACTIVITIES

TIME PERMITTING

The facilitator(s)/students will look at/discuss (not for a grade) the following SST Resources. Students will take notes and include them in the course notebook.

- **The Encyclopedic Dictionary of Sociology**
  - Civil Liberties (p.44)
  - Crime (pp. 65-67)
  - Criminal Justice System (pp. 67-70)
  - Jury (pp. 153 and 154)

- **American Social Issues : Curriculum Unit**
  Part 5: Violence in American Life (pp. 159 - 193)
  - Guns, Violence and the Second Amendment
  - Victims of Violent Crime
  - The Criminal in Our Society
  - Punishment : an Eye for An Eye?

- **Sociology Strategies**
  Chapter 31 CRIME pp. 213 - 224

The facilitator(s) will select one or mor activities (13-1 through 13-5) from pages 225 - 229.

Students will include the completed activity sheet(s) in the course notebook.

- SSSS Middle Grades 1997 Material Catalog

- Social Studies School Service 1997 Materials Catalog

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SESSION FIVE

CONTENT	MATERIALS	ACTIVITIES
ENRICHMENT Facilitators can engage students in a variety of classroom and field-based activities -- depending upon the availability of community resources (people, places, things, events, and processes), site space and facilities, and adequate time. • Current events bulletin board displays • Field trips to a courtroom, jail or lock-up • Guest speakers (e.g., police officers, attorneys, trial witnesses, court reporters, media broadcasters) • Mock trial(s)		

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SESSION SIX

Objectives:

5. Be able to use selected vocabulary terms/words in oral/written communications
7. Be acquainted with ways to incorporate law-related education into existing social studies courses/classes (Grades 5-12)
9. Be acquainted with aspects of the United States criminal justice system

CONTENT	MATERIALS	ACTIVITIES
Criminal Justice The System	Annual Editions: Criminal Justice 1996/1997 (text)	The program professor will discuss Article #2 (pp. 11-13): *"The Real Problems in American Justice."* Students will take notes and include them in the course notebook. Students will write a 1-2 page article outline/reaction paper -- to be handed in to the course facilitator at Session SEVEN (UP TO 10 points).
Vocabulary	Glossary (text)	The program professor will assign selected vocabulary terms/words from AE Glossary (pp. 237-240). Students will include terms/words and definitions in the course notebook. • Accessory • Accomplice • Acquit • Appeal • Arraignment • Arrest • Bail • Bench Warrant • Booking • Brief • Burden of proof • Capital Crime • Change of venue

SESSION SIX

CONTENT	MATERIALS	ACTIVITIES
		• Confession • Contempt of Court • Conviction • Corporal punishment • Crime • Cross examination • Defendant • Deposition • Direct evidence • Direct examination • District Attorney • Double jeopardy • Extradition
Curriculum Development (Economics)		The program professor will discuss ways to integrate law-related education into Economics.

SESSION SEVEN

Objectives:

6. Be acquainted with selected cases in American jurisprudence
8. Be acquainted with law-related current events
9. Be acquainted with aspects of the United States criminal justice system

CONTENT	MATERIALS	ACTIVITIES
Criminal Justice Advocates and prosecution	Annual Editions: Criminal Justice 1996/1997 (text)	Students will read/discuss Article #14 (pp. 75-81): *"...The Victim Advocate."* Students will take notes and include them in the course notebook. Students will write a 1-2 page article outline/reaction paper -- due at the end of Session SEVEN (UP TO 10 points). Students will read/discuss Article #23 (pp. 115-116): *"The Trials of the Public Defender."* Students will take notes and include them in the course notebook. Students will write a 1-2 page article outline/reaction paper -- due at the end of Session SEVEN (UP TO 10 points). Students will read/discuss Article #27 (pp. 130-131): *"Jury Consultants ...."* Students will take notes and include them in the course notebook. Students will write a 1-2 page article outline/reaction paper -- due at the end of Session SEVEN (UP TO 10 points).
Landmark cases/Decisions	AMERICAN GOVERNMENT: Roots and Reform (Hardcover Edition) (SST 618/SST 622 text) SST RESOURCE	The facilitator(s)/students will study selected cases in American jurisprudence related to SST 628. ■ Case Glossary (C1 - C4)

SESSION SEVEN

CONTENT	MATERIALS	ACTIVITIES
		• Gideon v. Wainwright (1963) chapter 4 • Hoyt v. Florida (1961) chapter 5 • Mapp v. Ohio (1961) chapter 4 • Miranda v. Arizona (1966) chapter 4 • Weeks v. United States (1941) chapter 4
Information/Services	Bar Association pamphlets (SST RESOURCE)	The facilitator(s)/students will review and discuss *"So You're Going To Be A Witness"* and *"Handbook for Jurors."* Notes will be taken and included in the course notebook.
Information/Services	How the Law Works (SST 628 RESOURCE)	The facilitator(s)/students will review How the Law Works. A discussion will follow and students will take notes. Specific worksheets will be included in the course notebook.
Information/Services	Everyday Law for Young Citizens (SST 628 RESOURCE)	The facilitator(s)/students will read selected cases (2 or 3) and complete coordinated activity sheets. Completed sheets will be included in the course notebook.
Law-related current events	Current events articles	The facilitator(s)/students will discuss articles brought to class. Students will take discussion notes. Notes and articles will be included in the course notebook.

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SESSION SEVEN

CONTENT	MATERIALS	ACTIVITIES

TIME PERMITTING

The facilitator(s)/students will look at/discuss (not for a grade) the following SST Resources.

Students will take notes and include them in the course notebook.

- Annual Editions : Sociology 1995/1996
  Article #9 "Wild in the Streets" (pp. 52-54)

- Taking Sides (9th Edition)
  Issue 16 "Is Street Crime More Harmful than White-Collar Crime?"

- Annual Editions : Social Problems 1995/1996
  Article #13 "The Economics of Crime" (pp. 76-81)

- Sociology Strategies

  Chapter 13 CRIME pp. 213-224

  The facilitator(s) will select one or more activities (13-1 through 13-5) from pages 225-229.

  Students will include the completed activity sheet(s) in the course notebook.

- SSSS Middle Grades 1997 Materials Catalog.

- Social Studies School Service 1997 Materials Catalog.

SESSION SEVEN

CONTENT	MATERIALS	ACTIVITIES
ENRICHMENT Facilitators can engage students in a variety of classroom and field-based activities -- depending upon the availability of community resources (people, places, things, events, and processes), site space and facilities, and adequate time. • Current events bulletin board displays • Field trips to a courtroom, jail or lack-up • Guest speakers (e.g., police officers, attorneys, trial witnesses, court reporters, media broadcasters) • Mock trial(s)		

SESSION EIGHT

Objectives:

1. Be able to use selected vocabulary terms/words in oral/written communications
7. Be acquainted with ways to incorporate law-related education into existing social studies courses/classes (Grades 5-12)
9. Be acquainted with aspects of the United States criminal justice system

CONTENT	MATERIALS	ACTIVITIES
Criminal Justice	Annual Editions: Criminal Justice 1996/1997 (text)	The program professor will discuss Article #24 (pp. 117-120): *"Suspect Confessions."* Students will take notes and include them in the course notebook.
Advocates and Prosecution		Students will write a 1-2 page article outline/reaction paper -- to be handed in to the course facilitator at Session NINE (UP TO 10 points).
Vocabulary	Glossary (text)	The program professor will assign selected vocabulary terms/words from AE Glossary (pp. 237-240). Students will include terms/words and definitions in the course notebook. • False arrest • Felony • Grand jury • Habeas corpus • Homicide • Hung jury • Imprisonment • Indictment • Inquest • Miranda Rights • Mistrial • Nolo Contendre • Pardon

SESSION EIGHT

CONTENT	MATERIALS	ACTIVITIES
		• Parole • Penal code • Perjury • Plaintiff • Plea-bargaining • Probable cause • Probation • Prosecutor • Public defendant • Reasonable doubt • Search warrant • Self-incrimination • Sentence • Statute • Subpoena • Summons • Suspect • Warrant • White collar crime • Witness
Curriculum Development (Sociology)		The program professor will discuss ways to integrate law-related education into Sociology.

SESSION NINE

Objectives:

6. Be acquainted with selected cases in American jurisprudence -- as they pertain to SST 628
8. Be acquainted with law-related current events
9. Be acquainted with aspects of the United States criminal justice system
10. Be acquainted with a variety of law-related education materials/resources
11. Discuss topics related to justice in American Society
12. Write a law-related education research paper
13. Design a five class period unit outline (Grades 5 - 12)
14. Design five daily QUIK-CARD lesson plans (Grades 5 - 12) related to the unit outline

CONTENT	MATERIALS	ACTIVITIES
Criminal Justice **Juvenile Crime** **Punishment Across America**	Annual Editions: Criminal Justice 1996/1997 (text)	Students will read/discuss Article #28 (pp. 134-143): *"...Juvenile Court..."* Students will take notes and include them in the course notebook. Students will write a 1-2 page article outline/reaction paper -- due at the end of Session NINE (UP TO 10 points). Students will read/discuss Article #29 (pp. 145-148): *"Hard Times for Bad Kids."* Students will take notes and include them in the course notebook. Students will write a 1-2 page article outline/reaction paper -- due at the end of Session NINE (UP TO 10 points). Students will read/discuss Article #36 (pp. 193-198): *"Punishment and Prevention."* Students will take notes and include them in the course notebook. Students will write a 1-2 page article outline/reaction paper -- due at the end of Session NINE (UP TO 10 points).

SESSION NINE

CONTENT	MATERIALS	ACTIVITIES
		Students will read/discuss Article #44 (pp. 220-221): *"Death Row, U.S.A."* Students will take notes and include them in the course notebook. Students will write a 1-2 page article outline/reaction paper -- due at the end of Session NINE (UP TO 10 points).
Landmark cases/Decisions	AMERICAN GOVERNMENT: Roots and Reform (Hardcover Edition) (SST 618/SST 622 text) SST RESOURCE	The facilitator(s)/students will study selected cases in American jurisprudence related to SST 628. ■ Case Glossary (C1 - C4) • Furman v. Georgia (1972) Chapter 4 • Gregg v. Georgia (1976) Chapter 4 • McCleskey v. Kemp (1987) Chapter 4
Information/Services	Bar Association pamphlets (SST RESOURCE)	The facilitator(s)/students will review and discuss *"Juvenile Arrest."* Notes will be taken and included in the course notebook.
Information/Services	How the Law Works (SST 628 RESOURCE)	The facilitator(s)/students will review How the Law Works. A discussion will follow and students will take notes. Specific worksheets will be included in the course notebook.
Information/Services	Everyday Law for Young Citizens (SST 628 RESOURCE)	The facilitator(s)/students will read selected cases (2 or 3) and complete coordinated activity sheets. Completed sheets will be included in the course notebook.
Law-related current events	Current events articles	The facilitator(s)/students will discuss articles brought to class. Students will take discussion notes. Notes and articles will be included in the course notebook.

SESSION NINE

CONTENT	MATERIALS	ACTIVITIES

TIME PERMITTING

The facilitator(s)/students will look at/discuss (not for a grade) the following SST Resources.

Students will take notes and include them in the course notebook.

- Annual Editions : Social Problems 1995/1996
  Article #8 *"Getting Serious About Crime"* (pp. 56-57)

- Taking Sides (9th Edition)
  Issue 18 "Is Incapacitation the Answer to the Crime Problem?" (Pp. 320-339)

- Sociology Strategies

  Chapter 13 CRIME pp. 213-224

  The facilitator(s) will select one or more activities (13-1 through 13-5) from pages 225-229.

  Students will include the completed activity sheet(s) in the course notebook.

- SSSS Middle Grades 1997 Materials Catalog.

- Social Studies School Service 1997 Materials Catalog.

SESSION NINE

CONTENT	MATERIALS	ACTIVITIES
ENRICHMENT		
Facilitators can engage students in a variety of classroom and field-based activities -- depending upon the availability of community resources (people, places, things, events, and processes), site space and facilities, and adequate time. • Current events bulletin board displays • Field trips to a courtroom, jail or lock-up • Guest speakers (e.g., police officers, attorneys, trial witnesses, court reporters, media broadcasters) • Mock trial(s)		

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